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ABSTRACT

This paper provides a comparative analysis of postsecondary opportunity programs in New York State for 1973-1974. The programs reviewed are (1) Search for Education, Elevation and Knowledge (SEEK), (2) Educational Opportunity Program (EOP), and (3) Higher Education Opportunity Program (HEOP). The College Discovery program is treated separately in the appendix. The majority of students participating in these programs come from large families with low incomes. As of 1974, about half of all the minority students in undergraduate education in the state were in postsecondary opportunity programs. More than half of all opportunity students were "on track" for graduation with their regularly-admitted counterparts. There were some problems with the programs. Financial assistance was never sufficient for student needs. Management problems affected student performance. There was no consistent policy concerning academic performance standards. (Author/AM)

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ED135930

# NEW YORK STATE
# PROGRAMS OF
# POSTSECONDARY OPPORTUNITY
# 1973-1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Comments and Recommendations of the Regents

and

Staff Analysis

REGENTS COMMENTS AND RECOMMENDATIONS ON NEW YORK STATE POSTSECONDARY OPPORTUNITY PROGRAMS 1973-74

## Introduction

The State-sponsored postsecondary opportunity programs for disadvantaged students have grown, from their inception in 1969-70, to the point where more than 25,000 students participated in them during 1973-74, the reporting year under review here.

Times of fiscal stringency accentuate the importance of using educational resources wisely. Disadvantaged students must be enabled to receive maximum benefits from the moneys allocated for these programs.

Thus, while the Regents reaffirm their support for the postsecondary opportunity programs and the equality of access to higher education they represent for so many, these comments and recommendations must include those areas which continue to require improvement.

Certainly, there are many signs of success in the opportunity programs. The most notable example is the fact that as of 1974 more than half of all opportunity students were "on track" for graduation with their regularly-admitted counterparts. These students entered higher education with academic deficiencies so severe that they would not have been admitted under regular procedures.

Still, problems were apparent in several areas. For example, financial assistance was never sufficient for student needs. Management problems at CUNY were manifested in SEEK and CD by such things as unevenness of student performance (reflecting a lack of consistent policy concerning academic performance standards) and in late or missing data. Information and responses from SEEK and the City University since they submitted these 1973-74 reports indicate a responsiveness to Regents concerns and a willingness to bring about needed changes.

## Profile of Opportunity Students

During 1973-74, opportunity programs provided substantial educational access for the "educationally and economically," as well as socially, disadvantaged. The great majority of program students came from relatively large households with extremely low incomes, and sizable numbers received public assistance (see Table I).

Table I

Opportunity Student Economic Profile (Per Cents)[1]

| | SEEK | HEOP[2] | EOP State-Operated | EOP Community Colleges | College Discovery |
|---|---|---|---|---|---|
| Family Income Below $6,500[3] | 78 | 78 | 73 | 85 | 84 |
| Social Services Recipients | 29 | 26 | 10 | 25 | 32 |
| Five or More in Household | 32 | 32 | 32 | 21 | 33 |

[1] First-time students only.

[2] Four-year full-time programs only.

[3] Gross family income, 1972-73

The severe academic disadvantages exhibited by all entering program students are shown in Table II. SEEK takes a noticeably "higher risk" student than the other programs in terms of low high school average and lack of a diploma.

Table II

Opportunity Student Academic Profile (Per Cents)[1]

| | SEEK | HEOP[2] | EOP State-Operated | EOP Community Colleges | College Discovery |
|---|---|---|---|---|---|
| High School Average below 80 | 67 | 63 | 69 | 64 | 54[6] |
| High School Average below 70 | 27 | 14 | 24 | 23 | 3 |
| Lower three quintiles of H.S. class | —[3] | 59 | 70 | 88 | 26[6] |
| Non-Academic Diploma | —[3] | 22 | 25 | 30 | 27 |
| GED | 9 | 0 | 10 | 20 | 1[6] |
| No Diploma | 17 | 15 | 1 | 5 | —[6] |
| SAT-Verbal below 379[4] | —[3] | 61 | 55 | 70 | —[3] |
| SAT-Math below 379[5] | —[3] | 52 | 45 | 64 | —[3] |

[1] Entering freshmen only.

[2] Four-year full-time programs only.

[3] Not collected or not available

[4] State norm was 25% below 379.

[5] State norm was 15% below 379.

[6] 37.3% of College Discovery student status in these categories was listed as unknown.

The programs serve students from groups traditionally underrepresented in higher education (Table A-3) and indirectly have become a major vehicle for the racial integration of the State's higher education system. As of 1974, about half of all the ethnic minority students in undergraduate education in the State were in opportunity programs. Interestingly, females were in the majority in all programs, except those at the SUNY State-operated campuses.

Table III

Opportunity Student Demographic Profile (Per Cents)

| | SEEK | HEOP[1] | EOP State-Operated | EOP Community Colleges | College Discovery |
|---|---|---|---|---|---|
| Male | 41[2] | 48 | 53 | 45 | 45 |
| Female | 59[2] | 52 | 47 | 55 | 55 |
| Age 21-25 | 33[2] | 39 | 33 | 32 | 36 |
| Over 25 | 12[2,3] | 15 | 18 | 28 | 12[3] |
| Black | 63 | 61 | 56 | 57 | 52 |
| Spanish-Surnamed | 29 | 23 | 13 | 5 | 36 |
| Oriental | 2 | 2 | 1 | 2 | 1 |

[1] Four-year full-time students only.

[2] Does not include Queens and Medgar Evers Colleges.

[3] Only applicants under 30 are eligible for SEEK and College Discovery.

Academic Progress

Interim academic success measures for college students are the accumulative grade point average (GPA) and the rate of credit accumulation. At least 55 percent of the opportunity students had a GPA above 2.0, the normal passing or "C" level (see Table IV). Of all the programs, HEOP and EOP four-year students ranked highest, with approximately 70 percent above 2.0. Additionally, at least half of all students were accumulating credits at a rate sufficient to graduate within five years from the time they enrolled in baccalaureate programs and three years in associate degree programs. The inconsistency of academic requirements on SEEK program campuses enabled some SEEK students to have much more flexibility in terms of hours to be completed and/or number of semesters allowed to complete the degree than did students in HEOP, EOP, and CD programs.

Table IV

Opportunity Student Academic Progress Profile

| | SEEK | HEOP[1] | EOP State-Operated | EOP Community Colleges | College Discovery |
|---|---|---|---|---|---|
| Percent with GPA Below 1.0 (D) | 23 | 9 | 13 | 17 | 13 |
| Percent with GPA Above 2.0 (C) | 55 | 69 | 64 | 61 | 66 |
| Average Annual credits earned by: 4th Semester students | 16 | 23 | 23 | 30 | 17 |
| 8th semester students | 22 | 28 | 23 | — | — |
| Percent "On track" | 63[2] | 86[2] | 71[2] | 75[3] | 64[3] |

[1] Four-year full-time students only.

[2] Toward graduation within ten semesters.

[3] Toward graduation within six semesters.

Special Program Services

The opportunity programs assist students directly through the provision of: 1) financial aid which supplements moneys provided by the State, federal government, institution, student, and family through grants, loans, and work; and 2) supportive academic services, typically comprising special remedial and developmental academic coursework, counseling, and tutoring.

In all of the programs, the total available financial assistance did not offset the college-going costs to the student. Even with the opportunity program direct grants, students had to finance an average cost of $634--$1,644 annually (see Table V).

Table V

Opportunity Student Financial Aid Summary[1]

| | SEEK | HEOP Four-Year | EOP State-Operated | HEOP Two-Year | EOP Community Colleges |
|---|---|---|---|---|---|
| TOTAL financial aid[2] | $2,325 | $3,508 | $2,366 | $1,426 | $1,519 |
| Grants | 1,461 | 2,898 | 1,603 | 1,311 | 1,277 |
| Loans | 619 | 475 | 182 | 58 | 58 |
| Work | 244 | 135 | 71 | 57 | 183 |
| Opportunity Program grant[3] | 520 | 931 | 1,152 | 611 | 857 |
| Unmet need[4] | 858 | 1,286 | 634 | 1,644 | 1,273 |

[1] College Discovery data unavailable.

[2] Per student.

[3] Direct student aid.

[4] Difference between total grant aid and total costs.

Supportive academic services were utilized to offset the disparity between the opportunity students' educational tools and the performance demanded at the college level. While not every student required tutoring, those who utilized this service (primarily at the freshman level) showed relatively heavy usage, averaging 20-24 hours per year. All students received counseling services in personal, financial, psychological, academic, and career areas provided by program sources. The fact that remedial classwork is more in evidence at SEEK than at HEOP may be attributed in part to the greater academic deficiencies of entering SEEK students and may help to account for their slower rate of credit accumulation.

Table VI

Opportunity Student Supportive Service Summary

| | SEEK | HEOP[1] | EOP State-Operated | EOP Community Colleges | College Discovery |
|---|---|---|---|---|---|
| Hours of tutoring per enrolled student[2] | —[3] | 11 | —[3] | —[3] | 6 |
| Hours of tutoring per tutored student[2] | —[3] | 24 | —[3] | —[3] | 20 |
| Hours of counselling per enrolled student[2] | 22 | 26 | 10 | 14 | 9 |
| Hours of remedial coursework per enrolled student[2] | 93 | 51 | —[3] | —[2] | —[3] |

[1] Four-year full-time students only.

[2] Per 36 weeks.

[3] Not available for some sectors.

## RECOMMENDATIONS

In regard to the programs at the City and State Universities, the Regents make the following general recommendations:

A. *Timely and accurate accounting of opportunity program activities is an obligation imposed on the public universities by the legislation establishing the programs. It is recommended that the administrators of these programs should take care to devote the resources necessary to fulfill these responsibilities, including the reallocation of existing resources if necessary.*

ACTION TAKEN: Since the submittal of the reports commented on here, the State University has demonstrated a willingness to improve its capabilities in this area. Its reports for 1974-75 were submitted in a timelier and much more nearly complete fashion than those in the past. College Discovery plans and reports show considerable improvement over those submitted in the 1973-74 period. SEEK has invested major resources in a new three-year plan which shows promise of improved administrative procedures for that system during the 1975-78 period.

B. *A great many students in their junior and senior years in public university programs indicated indecision about their ultimate major. It is recommended that this unusual phenomenon be investigated to ascertain whether the data-gathering systems have failed to elicit this information, or whether students are not receiving proper counseling, or are in some other way being inadequately served.*

In regard to legislative action, the Regents make the following recommendation:

C. *Increasing access to postsecondary education for disadvantaged persons is a State goal. It is recommended that a more nearly even-handed funding*

*pattern be established, so that (a) independent institutions are not required to contribute so much of their resources to program support, and (b) all disadvantaged students are required to bear approximately the same financial responsibility for their own education.*

* * *

In regard to SEEK, the Regents here reiterate their Recommendations stemming from analysis of the 1973-74 SEEK General Plan.

1. *Information about techniques which lend themselves to a certain amount of standardization, such as diagnostic skills tests should be shared among appropriate personnel in the program. SEEK-Central should act as the coordinative mechanism in such endeavors.*

   ACTION TAKEN: SEEK has informed the Department that the recommendation is now being implemented.

2. *Regarding support for counselors, the funding model for campus allocations should be adjusted to take into account the numbers of students at each level. As a rule, first and second-semester students require more intensive counseling than students "in the mainstream."*

   ACTION TAKEN: The funding model is under review as part of a more general review undertaken by a Task Force on SEEK in the City University. Its report and recommendations are now in the hands of the City University Chancellor, and the Department has been informed that reforms stemming from the work of the Task Force, Regents recommendations, and a recently completed independent audit will be implemented in the near future.

3. *Placement counselors and other specialists who are SEEK employees should, within reason, restrict their professional activities to the SEEK constituency. The purpose of special programs legislation is not to subsidize college operations for the regularly admitted student body.*

   ACTION TAKEN: The Task Force Report suggests tighter controls in this area. Meanwhile an administrative memorandum has been circulated to all SEEK campuses clarifying obligations and expectations in this matter.

4. *Provision should be made at every campus for training, at least in a minimal way, of tutors of SEEK students. The tutoring process should be under control of the SEEK administration to ensure efficacy and accountability of tutors.*

5. *The whole nature of SEEK course offerings should be reexamined with an eye to moving SEEK students into the regular curriculum as soon as possible, and in most cases by the end of the second semester. A rule of reason suggests that no course above the first college level--such as the second semester of college English--should fall under the SEEK rubric. What differentiates SEEK upper-level courses from parallel catalogue offerings is a smaller student class size and a more sensitive approach to the students and curriculum. Because the potential of SEEK students to benefit from such approaches in no way differs from that of any other group of students, the funding of such services should be from general University sources, and for as broad a range of students as possible.*

   ACTION TAKEN: This matter is discussed in detail in the Task Force reports, with recommendations for major changes. Meanwhile, all institutions with SEEK programs have received communications from City University questioning all SEEK courses

which might not fall under the enabling legislation.

6. *Proof of income for purposes of determining SEEK eligibility or level of financial aid award should be more clearly identified, as in the word "copy" (of a 1040 form).*

7. *Final determination of SEEK stipend levels should remain in the hands of appropriate financial aid officers, although always in consultation with SEEK personnel where necessary.*

   ACTION TAKEN: All but one SEEK program now adhere to this recommendation. The independent audit report referred to above recommends uniform adoption of this policy.

8. *Retention standards at the individual campuses for SEEK students should be, if not uniform, at least unambiguous in indicating quantifiable thresholds beyond which termination for academic failure will result.*

   ACTION TAKEN: SEEK has responded affirmatively to this Recommendation and has informed the Department that future plans will reflect adoption of the policy.

9. *Given the vastness of the pool of eligibles, SEEK-Central should set an absolute maximum number of semesters of SEEK "entitlement"--five years is the standard at SUNY, in the private sector, and for BEOG, VA and TAP benefits--and all retention policies should be structured to fall within that framework.*

   ACTION TAKEN: City University has proposed such an approach for all students at the University, of which SEEK students would be a special subset. The system is expected to be in place for 1976-77.

10. *Speedy resolution of the "academic disadvantage" question, including the promulgation of a comprehensive workable definition, is strongly urged.*

    ACTION TAKEN: City University officials have informed the Department that new definitions were recently passed by the Board of Higher Education. The Department is awaiting reception of those definitions with a final version of the SEEK 1975-76 General Plan.

11. *SEEK-Central is encouraged to continue its substantive efforts to provide greater coordination and leadership for all of the campus-based SEEK programs. While difficult to achieve in a system as multi-faceted and diverse as is CUNY, the achievement of that objective will lead to enhanced program effectiveness and accountability.*

    ACTION TAKEN: The direction of the new draft 1975-78 General Plan and the effort put forth in producing the Task Force report both indicate very strong movement in this direction.

STAFF PAPER

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I

## Introduction

In 1966, a state program was instituted to advance the cause of equality of educational opportunity in the City University of New York (CUNY). This program came to be known as Search for Education, Elevation and Knowledge (SEEK) at the senior colleges of the City University, and College Discovery at the community colleges in New York City. A similar program (EOP) was extended later to some units of the State University of New York (SUNY). In 1969, a comparable program was initiated at private colleges and universities under the Higher Education Opportunity Program (HEOP).

Sections 6451 of the education law, as added by chapter 1077 of the laws of 1969, which established the HEOP program, provided for statewide coordination of these opportunity programs at CUNY, SUNY, and the private colleges and universities under the aegis of the Board of Regents. $5 million was appropriated initially for implementing its provisions. Appropriations have grown over the years and for 1973-74 totalled over $34 million.

Section 6452, Par. 5.a., directs that "the trustees of the State University and Board of Higher Education in the City of New York shall each furnish to the Regents, the Director of the Budget, and the Chairman of the Senate Finance Committee, at least annually, a report ...of the operations of such EOP and SEEK programs."

Section 6452, Par. 5.b., goes on to state that "The Regents shall review such reports and forward the same, along with their comments and recommendations to the Governor and the Legislature..."

This document accompanies those reports, and includes the "comments and recommendations" mandated. Additionally, an effort has been made to display and compare data from all the sectors (HEOP, EOP, SEEK and College Discovery)

where there are State-supported systems of postsecondary education for the disadvantaged. This constitutes the first attempt to display opportunity program data on a comparative basis. (Because the report from College Discovery was received too late to be incorporated into the body of the analysis, this program is treated separately as Appendix B.)

II

## Opportunity Program Enrollment, Retention and Graduation, 1973-74

The State Legislature approved funds for the enrollment of almost 25,300 opportunity students in 1973-74, an increase of 6.9 percent over the previous year (Table 1). With HEOP at no growth, the increases occurred in the public sector programs; these exceeded 8.9 percent. All the sectors showed a slight degree of underenrollment in 1973-74 (Table 2). For the first time, SEEK reported underenrollment, which averaged 1.5 percent.

Table 1

Opportunity Program Growth, 1972-73 to 1973-74

| | Projected Enrollments in 1972-73 | 1973-74 | Difference | Percent Growth Rate |
|---|---|---|---|---|
| SEEK | 8,500 | 9,800 | 1,300 | 15.3% |
| HEOP | 5,300 | 5,300 | 0 | 0 |
| EOP | 9,860 | 10,200 | 340 | 3.4 |
| TOTALS | 23,660 | 25,300 | 1,640 | 6.9% |

Enrollment projections are difficult to meet exactly. Underenrollment for the year usually represents first-semester attrition not completely made up by second-semester entrants (Table 3); also complicating the matter is the fact that none of the opportunity programs have a firm figure on the number of students authorized until final legislative and gubernatorial action has taken place, usually in May. By that time, most admissions procedures have been completed. Many institutions are thus faced with difficulties in opportunity program admissions. These difficulties arise because many students previously recruited may have, in the interim, made other decisions and because (especially at the

independent college campuses) compulsory pre-freshman summer programs begin the first week in June.

Table 2

Projected Versus Actual Enrollments in Opportunity Programs, 1973-74

| | Projected Enrollment | Average Annual Enrollment | Difference | Difference | Percent Difference 1972-73 |
|---|---|---|---|---|---|
| SEEK | 9,800 | 9638.5 | (161.5) | (1.6%) | 5.6% |
| HEOP | 5,300 | 5,137 | (163) | (3.2) | (1.5) |
| EOP | 10,200 | 9633.5 | (566.5) | (5.6) | (6.4) |
| TOTAL | 25,300 | 24,409 | (891) | (3.5) | (0.99) |

The size of the total pool of eligibles remain considerably larger than those served. The Education Department estimates that 40,000 high school graduates in New York State are eligible each year for the opportunity programs.

Table 3

Comparison of Fall and Spring Enrollments, 1973-74[1]

| | Increase (or decrease) In Enrollments | Percent Change |
|---|---|---|
| SEEK[2] | 820 | 9.8% |
| HEOP: | | |
| Four-Year | (70) | (1.7) |
| Two-Year | 31 | 10.3 |
| Part-Time | 393 | 41.2 |
| EOP: | | |
| State-Operated | (180) | (2.5) |
| Community Colleges | 51 | 2.0 |
| Net Spring Increase | 1,045 | 4.4 |

[1] Headcount.
[2] Enrollment report does not include transfers within CUNY.

Student enrollments were reported according to four possible sessions of attendance (Table 4). HEOP had the greatest percentage of students participating during the summer; winter sessions, generally, were part of a trimester or quarter arrangement. More than 24 percent of all opportunity students attended the summer session, while fewer than 4.5 percent attended the winter session.

Table 4

Enrollment by Term, 1973-74

| | Summer | Fall | Winter | Spring | Summer Attendance as Percent of Fall Enrollment. Winter Attendance as Percent of Spring Enrollment. Summer % | Winter % |
|---|---|---|---|---|---|---|
| SEEK[1] | 2,145 | 8,406 | NA | 9,226 | 25.5% | NA |
| HEOP: | | | | | | |
| Four Year | 1,480 | 4,186 | 527 | 4,119 | 35.4 | 12.8% |
| Two Year | 201 | 301 | 86 | 332 | 66.8 | 25.9 |
| Part Time | 312 | 954 | 93 | 1,347 | 32.7 | 6.9 |
| EOP: | | | | | | |
| State Oper. | 1,317 | 7,200 | 290 | 7,020 | 18.3 | 4.1 |
| Comm. Colls. | 238 | 2,482 | 73 | 2,498 | 9.6 | 2.9 |
| TOTALS | 5,693 | 23,532 | 1,069 | 24,542 | 24.2 | 4.4 |

[1]Does not include transfer among SEEK programs.

Between semester retention for fall enrollees was 80 percent (Table 5). HEOP part-time and EOP community college programs had the lowest persistence rates, while HEOP four-year and two-year programs the highest. The larger percentage of students transferred out of HEOP part-time and EOP State-operated programs. Part-time programs are primarily designed to serve those students who are in a transition between part-time and full-time study. Therefore, a high number of yearly transfers is expected.

Table 5

Change in Enrollment of Opportunity Students Who Attended the Fall Semester, 1973, and Who Returned for the Spring Semester, 1974

| | Fall Enrollees | Returned for Spring | Change in No. Sts. | % Change | Grads. 73-74 | % Grads[1] | Out Trans. 73-74 | Total Grads & Trans. |
|---|---|---|---|---|---|---|---|---|
| SEEK | 8,406 | 6,836 | 1,567 | 18.6% | 413 | 4.7% | 82 | 495 |
| HEOP | | | | | | | | |
| Four-Year | 4,189 | 3,733 | 456 | 10.9 | 588 | 14.2 | 40 | 628 |
| Two-Year | 301 | 258 | 43 | 14.3 | 79 | 25.0 | 10 | 89 |
| Part-Time | 954 | 555 | 399 | 41.8 | 44 | 3.8 | 98 | 142 |
| EOP | | | | | | | | |
| State Oper. | 7,200 | 5,817 | 1,383 | 19.2 | 763 | 10.7 | 134 | 897 |
| Comm. Colls. | 2,549 | 1,689 | 860 | 33.7 | 198 | 7.8 | 48 | 246 |
| TOTALS | 23,599 | 18,888 | 4,711 | 20.0 | 2,085 | 8.7 | 412 | 2,497 |

[1]Graduates in 1973-74 as Percent of Fall-Spring mean.

-7-

The addition of almost 2,100 new graduates brings the total of opportunity student graduates to almost 5,000 (Table 6). HEOP Four-Year and Two-Year programs exhibited the highest "yield rate" of graduates to students ever enrolled. Next to the Part-Time Programs, SEEK had the lowest percentage of graduates. Since opportunity programs were begun, more than 55,000 persons have participated at one time or another. Forty-eight percent of all opportunity students ever enrolled have reasons other than graduation or transfer.

Table 6

Total Graduates as a Percentage of Total Students Ever Enrolled in Opportunity Programs to 1973-74

| | Number of Students Enrolled | Number of Graduates | Percent of Graduates to Enrollees |
|---|---|---|---|
| SEEK | 18,536 | 1,033 | 5.6% |
| HEOP | | | |
| Four Year | 9,222 | 1,574 | 17.1 |
| Two Year | 872 | 341 | 39.1 |
| Part-Time | 4,083 | 75 | 1.8 |
| EOP | | | |
| State Oper. | 16,025 | 1,482 | 9.2 |
| Comm. Coll. | 6,812 | 466 | 6.4 |
| TOTALS | 55,550 | 4,971 | 8.9 |

Tables 7 and 8 demonstrate the distribution of enrolled students by three measures of class status and academic progress: date of entry, number of semesters in college, and credits accumulated toward the degree.

The clustering of EOP and especially SEEK students toward the beginning of the scales indicates (1) high attrition, requiring large freshman classes to maintain total enrollment; (2) growth in the total program; and (3) especially at SEEK, a lower rate of credit accumulation for enrolled students. This concentration of students helps to account for the higher HEOP percent of graduates to enrollees in Tables 5 and 6.

Relatively large percentages of students who first enrolled in SEEK and HEOP five or more years prior to 1973-74 were still enrolled in 1973-74. An equally large percentage of students were enrolled nine or more semesters. Of the EOP and SEEK students who may have participated in opportunity programs five, six or seven years, EOP students are progressing toward the degree at a rate greater than students in SEEK. Further, the percentage of SEEK students earning under 25 credit hours (freshmen) is disproportionately larger than the percentages of 1973-74 entrants and 1-2 semester participants. Thus, many of those students who have been enrolled more than two semesters have earned less than 25 college credits.

Table 7

Status of Opportunity Students in
Baccalaureate Degree Programs, 1973-74

| Distribution of 73-74 Enrollees | SEEK | HEOP | EOP[1] |
|---|---|---|---|
| By Date of Entry | | | |
| 1973-74 | 35.3% | 30.7% | 34.4% |
| 1972-73 | 27.5 | 26.7 | 28.3 |
| 1971-72 | 14.6 | 22.9 | 19.1 |
| 1970-71 | 11.8 | 17.0 | 11.4 |
| 1969-70 | 5.5 | 2.2 | 5.1 |
| Before 1969-70 | 5.2 | 0.4 | 1.7 |
| By No. Semesters in College | | | |
| 1-2 | 42.0 | 28.5 | 35.5 |
| 3-4 | 25.1 | 26.1 | 27.2 |
| 5-6 | 13.5 | 22.8 | 17.3 |
| 7-8 | 10.7 | 18.3 | 11.8 |
| 9-10 + | 8.7 | 4.3 | 8.2 |
| By Credits Accumulated Toward Degree[2] | | | |
| 0-24 | 49.4 | 21.2 | 32.3 |
| 25-48 | 19.4 | 23.3 | 24.0 |
| 49-72 | 11.8 | 18.9 | 18.3 |
| 73-96 | 8.5 | 16.7 | 11.7 |
| 97-120 | 5.5 | 9.4 | 6.8 |
| 120+ | 5.4 | 10.6 | 6.8 |



[1] Includes Ags. and Techs.

[2] Based on a ten-semester time-lengthened degree program.

TABLE 8

Status of Opportunity Students in Associate Degree Programs, 1973-74

| Distribution of 1973-74 Enrollees | HEOP Two-Year | EOP Community Colleges |
|---|---|---|
| By Date of Entry | % | % |
| 1973-74 | 43.6% | 74.2 |
| 1972-73 | 52.3 | 20.9 |
| 1971-72 | 2.5 | 4.7 |
| 1970-71 | 0.3 | 0.2 |
| 1969-70 | 0.6 | 0.1 |
| Before 1969-70 | 0.6 | 0.0 |
| By Number Semesters in College | | |
| 1-2 | 31.7% | 64.6% |
| 3-4 | 66.5 | 25.7 |
| 5-6 | 1.8 | 8.2 |
| 7-8 | 0.0 | 0.9 |
| 9-10+ | 0.0 | 0.6 |
| By Credit Accumulated Toward Degree[1] | | |
| 0 - 24 | 60.8% | 55.5% |
| 25 - 48 | 31.0 | 26.4 |
| 49 - 72 | 7.5 | 15.7 |
| 73 - 96 | 0.7 | 2.3 |
| 97 - 120 | 0.0 | Less than > 0.1 |
| 120 + | 0.0 | 0.0 |

[1] Based on six semesters in time-lengthened degree program.

EOP students at the community colleges exhibit rates of progress and "holding power" in terms of credit accumulation, equal to, if not greater than, those of their counterparts in two-year nonpublic institutions (Table 8). The withdrawal of the College for Human Services from HEOP status will, it is anticipated, be reflected in a further equalization of the public/independent figures for 1974-75.

The reasons for separation of students from the program are ranked in Table 9. Even though academic dismissal was the primary cause of separation, transfer and academic leave cannot be construed to mean "attrition," since transferring implies continuing the educational process, while voluntary leaves of absence can be terminated at any time by re-enrollment. Transfer and readmitted students played a more important role in attaining projected enrollments for the HEOP part-time, EOP state operated, and SEEK programs than for other categories of programs (Table 10). As expected, transfer out was the major reason for separation for part-time students. It should be noted in this regard that SEEK does not accept transfers from the other opportunity programs. Thus, all students in this category would be College Discovery referrals or SEEK readmits.

TABLE 9

Rank Order of Program Separation Conditions, 1973-74[1]

| | Academic Leave | Academic Dismissal | Financial | Personal | Medical | Transfer | Other |
|---|---|---|---|---|---|---|---|
| SEEK | 2 | 1 | 6 | 4 | 5 | 3 | 7 |
| HEOP | | | | | | | |
| Four-Year | 3 | 1 | 6 | 2 | 5 | 7 | 4 |
| Two Year | 5 | 3.5 | 3.5 | 1 | 2 | 7 | 6 |
| Part-Time | 6.5 | 6.5 | 4 | 3 | 5 | 1 | 2 |
| EOP | | | | | | | |
| State Oper. | 1 | 3 | 4 | 5 | 6 | 7 | 2 |
| Comm. Cols. | 6 | 3 | 4 | 2 | 7 | 5 | 1[2] |
| Average Ranking | 3 | 1 | 5 | 4 | 6 | 7 | 2[2] |

[1] Graduates not included.
[2] Somewhat inaccurate, as all Westchester Community College students are recorded under "other."

Table 10

Status of Students Enrolled in Opportunity Programs by Type of Admissions, 1973-74[1]

| Percent as: | SEEK | H E O P | | | E O P | |
|---|---|---|---|---|---|---|
| | | Four-Year | Two-Year | Part-Time | State Oper. | Comm. Cols. |
| First-Timers | 18.0% | 12.2 | 19.3 | 32.9 | 15.6 | 46.4 |
| Transfers/ Readmits | 9.0 | 5.5 | 7.6 | 13.7 | 11.6 | 3.8 |
| All Others (Continuing sts.) | 73.0 | 82.3 | 73.1 | 53.4 | 72.8 | 49.8 |
| Totals | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

[1]Average over all sessions.

III

Demographic Characteristics of Opportunity Students, 1973-74

Opportunity Programs have provided a major avenue for access to higher education for ethnic minorities. The percentage of opportunity students belonging to minority groups ranged from 61.1 percent at the community colleges to 93.5 percent at SEEK (Table 11). Larger percentages of nonminority students were enrolled in lower division and EOP State-operated programs.

Opportunity students tended to be older than the traditional college student (over 21 years of age); a majority were female (Table 12). There were large percentages of older students at SEEK and HEOP part-time programs. HEOP programs enrolled a greater percentage of females than their public counterparts. HEOP two-year and part-time programs, as well as EOP community college programs, serve a great number of persons over 25 years of age.

The income scales which determine economic eligibility for these programs caused over 95 percent of this year's entrants to come from families with gross incomes of under $10,100 (Table 13). Many students were independent, with virtually no income while attending college (Table 14). The percentage of students that came from households of over four members ranged from 14 percent to 32 percent. HEOP part-time programs enrolled the largest percentage of independent students, while SEEK enrolled the largest percent from mid-sized families. The most married students were found at the HEOP two-year colleges. The percentage of first-time students receiving Social Services was generally higher than those for students receiving V.A. Benefits and Social Security. New students with V.A. Benefits played an important role in the enrollment of HEOP two-year programs.

Table 11

Percent Distribution of Opportunity Program Students, According to Ethnicity, 1973-74

| | Black | Native American | Oriental | Spanish Surnamed | Subtotal | White | Any Other | Total |
|---|---|---|---|---|---|---|---|---|
| SEEK | 62.5% | 0.1% | 2.1% | 28.9% | 93.5% | 6.1% | 0.4% | 100.0% |
| HEOP: | | | | | | | | |
| Four-Year | 61.0 | 0.3 | 2.3 | 22.6 | 86.2 | 12.8 | 1.0 | 100.0 |
| Two-Year | 42.6 | 15.4 | -- | 9.2 | 67.2 | 32.8 | -- | 100.0 |
| Part-Time | 78.3 | 0.3 | 0.2 | 7.3 | 86.1 | 12.6 | 1.3 | 100.0 |
| EOP: | | | | | | | | |
| State-Operated | 56.3 | 1.1 | 1.1 | 12.8 | 71.3 | 22.2 | 6.5 | 100.0 |
| Comm. Colls | 56.5 | 0.4 | 0.2 | 5.0 | 61.1 | 37.5 | 0.4 | 100.0 |
| Mean | 60.5 | 0.7 | 1.5 | 19.0 | 81.6 | 16.2 | 2.3 | 100.0 |

Table 12

Sex and Age Summary of Opportunity Students, 1973-74

| | % Under 21 | % 21-25 | % Above 25[2] | % Male | % Female |
|---|---|---|---|---|---|
| SEEK:[1] | 36.9% | 33.3% | 11.5% | 41.2% | 58.8% |
| HEOP | | | | | |
| Four-Year | 45.3 | 39.3 | 15.4 | 47.6 | 52.4 |
| Two-Year | 34.6 | 19.5 | 45.9 | 28.7 | 71.3 |
| Part-Tire | 10.6 | 25.2 | 64.2 | 41.1 | 58.9 |
| EOP: | | | | | |
| State-Operated | 49.2 | 33.3 | 17.6 | 53.2 | 46.8 |
| Comm. Colleges | 40.9 | 31.5 | 27.5 | 45.3 | 54.7 |

[1] Does not include breakdown on Queens and Medgar Evers Colleges.
[2] Only applicants under 30 are SEEK - eligible.

Table 13

Accumulative Distribution of Gross Family Incomes of Opportunity Students, 1973-1974

| | 0 to -3600 | 3601-5,100 | 5101-6500 | 6501-7800 | 7801-9000 | 9001-10,100 | 10,101-11,100 | 11,101-12,000 | 12,001-12,800 |
|---|---|---|---|---|---|---|---|---|---|
| SEEK | 44.0% | 64.2% | 78.0% | 88.6% | 94.7% | 97.7% | 98.9% | 99.4% | 99.6% |
| HEOP: Four Year | 42.0 | 62.2 | 78.2 | 87.9 | 94.1 | 97.4 | 99.0 | 99.1 | 99.5 |
| Two Year | 47.7 | 72.1 | 83.7 | 91.3 | 95.4 | 98.3 | 99.4 | 99.4 | 99.4 |
| Part Time | 59.7 | 73.3 | 81.9 | 91.4 | 95.0 | 98.3 | 99.3 | 99.5 | 100.0 |
| EOP: State Oper. | 43.8 | 60.7 | 73.0 | 84.1 | 91.1 | 94.7 | 96.6 | 97.4 | 98.1 |
| Comm. Coll. | 57.1 | 73.2 | 85.3 | 93.0 | 97.6 | 98.6 | 99.3 | 99.6 | 99.7 |
| Mean | 47.1 | 65.4 | 78.5 | 88.5 | 94.6 | 97.2 | 98.5 | 98.9 | 99.2 |

# IV

## Academic Background

Opportunity students have had, by definition, a poor academic preparation for a successful college career; in fact, almost 35 percent of the entrants did not have academic high school diplomas (Table 15). Two-thirds of those newly admitted had high school averages under 80 percent; most ranked in the lower three fifths of their graduating classes. Many opportunity students entered the programs in 1973-74 without diplomas or with General Equivalency Diplomas (GED's). The lower division and part-time programs enrolled students who exhibited the highest percentage in these "disadvantaged" categories.

The median Regents Scholarship Examination score for the entire prospective college-going population in fall 1973 was 136. Since the curve of these scores was positively skewed, a score of 160 fell at the 65th percentile. Most EOP students had RSE scores under 160, with about 75 percent with scores under 120 (Table 16). The distribution of ACT scores also demonstrates the below-average performance of opportunity students on standardized tests. RSE scores were not available for HEOP and SEEK populations; they were a requirement for entrance only at SUNY.

According to the State norm, a score of 560 on the Scholastic Aptitude Tests ranks at about the 71st percentile in Math and about the 85th percentile in Verbal (Table 17). Very few opportunity students admitted in 1973-74 scored above 560 on either test. Among students in baccalaureate degree programs, EOP students had a greater percentage above 379; however, more HEOP students scored in the 320-379 range. Therefore, on the average, HEOP students had slightly better cumulative scores than EOP students (Table 18).

HEOP two-year programs accumulated more students in the lower ranges than did EOP community college programs. HEOP part-time students had the lowest distribution of scores. In all cases, opportunity program students are demonstrably performing more poorly on these standardized tests than the test-taking population as a whole.

The SEEK program did not report high school rank, type of diploma, RSE or SAT scores for 1973-74.

Table 14

Distribution of Opportunity Students by Number in Household, Married and Benefits Received, 1973-74

| | Number Members in Household | | | Percent Students Receiving: | | | |
|---|---|---|---|---|---|---|---|
| | One (Independent Student) | 2-4 | 5+ | % Married | V.A. Benefits | Soc. Serv. Funds | Soc. Security Funds |
| SEEK | 16.5% | 51.4% | 32.1% | 7.8% | 4.7% | 28.7% | 8.5% |
| HEOP | | | | | | | |
| Four-Year | 21.1 | 46.8 | 32.1 | 4.0 | 5.0 | 26.1 | 8.3 |
| Two-Year | 20.3 | 48.3 | 31.4 | 39.1 | 9.3 | 19.2 | 10.5 |
| Part-Time | 58.0 | 28.4 | 13.6 | 3.8 | 0.1 | 1.5 | 6.2 |
| EOP | | | | | | | |
| State Operated | 27.1 | 40.6 | 32.3 | 4.0 | 3.1 | 10.8 | 6.8 |
| Comm. Colls. | 35.9 | 37.0 | 27.2 | 5.4 | 3.7 | 25.1 | 9.3 |
| Mean | 25.5 | 45.3 | 29.1 | 4.5 | 12.8 | 14.9 | 7.9 |

Table 15

Summary Table for Entering Freshmen, 1973-74

1. Percent of Opportunity Students with Average Grade in High School below 80%.
2. Percent of Opportunity Students with Average Grade in High School Below 70%.
3. Percent Opportunity Students in the Lower Three Quintiles of their Graduating High School Class.
4. Percent Opportunity Students who graduated from High School with a Non-Academic Diploma.
5. No Diploma.
6. G.E.D.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 80% | Below 70% | Lower 3 Quintiles | Non-Academic Diploma | No Diploma | GED |
| SEEK[1] | 67.2% | 26.8% | N/A[2]% | N/A[2]% | 16.6% | 8.8% |
| HEOP | | | | | | |
| 4 Year | 63.3 | 14.3 | 59.4 | 21.5 | 14.5 | 0 |
| 2 Year | 57.9 | 25.7 | 65.5 | 60.7 | 14.1 | 14.1 |
| Part-time | 20.8 | 7.8 | 90.8 | 13.8 | 20.0 | 56.5 |
| EOP | | | | | | |
| State Oper. | 68.6 | 23.5 | 69.7 | 24.5 | 1.1 | 9.7 |
| Comm. Colls. | 63.7 | 22.9 | 88.3 | 29.8 | 5.0 | 20.3 |
| Mean | 64.6 | 22.3 | 72.5 | 34.9 | 6.7 | 13.4 |

[1] 7.7% unknown.

[2] Not Available.

TABLE 16

Distribution of Standardized Test Scores for EOP Students Entering 1973-74

| RSE Scores | State Operated | Community Coll. | ACT Scores | State Operated | Community Coll. |
|---|---|---|---|---|---|
| 160+ | 4.3% | 1.3% | Above 25 | 4.0% | 1.9% |
| 140 - 160 | 4.9 | 5.9 | 23-24 | 0.0 | 5.8 |
| 120 - 139 | 12.5 | 6.5 | 21-22 | 4.0 | 1.9 |
| 100 - 119 | 17.0 | 15.7 | 19-20 | 24.0 | 9.6 |
| 80 - 99 | 27.0 | 27.5 | 17-18 | 16.0 | 15.4 |
| 60 - 79 | 26.3 | 31.0 | 15-16 | 8.0 | 25.0 |
| Below 60 | 8.1 | 14.0 | Below 15 | 44.0 | 40.4 |
| TOTAL | 100.0% | 100.0% | Total | 100.0% | 100.0% |

TABLE 17

Distribution of SAT Scores for Opportunity Students Entering in 1973-74[1]

| | MATH | | | | | VERBAL | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 560+ | 380-559 | 320-370 | 260-319 | 260- | 560+ | 380-559 | 320-379 | 260-319 | 260- |
| 1973-74 State Norm | 29.1% | 55.7% | 9.3 | 4.1% | 1.8% | 16.4% | 58.8% | 14.0% | 7.1% | 3.7% |
| HEOP: | | | | | | | | | | |
| Four-Yr. | 4.4 | 44.1 | 29.2 | 18.5 | 3.8 | 1.0 | 38.1 | 31.7 | 22.5 | 6.7 |
| Two-Yr. | 7.5 | 15.1 | 35.9 | 34.0 | 7.5 | - - | 39.6 | 15.1 | 28.3 | 17.0 |
| Part-Time | - - | 50.9 | 30.1 | 17.1 | 1.9 | - - | 45.3 | 30.1 | 22.7 | 1.9 |
| EOP: State Operated | 6.6 | 48.7 | 26.3 | 15.5 | 2.9 | 3.5 | 41.7 | 26.1 | 19.1 | 9.6 |
| Community College | 2.2 | 34.3 | 22.5 | 34.8 | 6.2 | 1.1 | 29.5 | 22.1 | 27.9 | 19.5 |







[1] SEEK does not collect this data.

TABLE 18

Accumulative Distribution of Combined SAT Scores Among Opportunity Students Entering in 1973-74[1]

| | HEOP | | | EOP | |
|---|---|---|---|---|---|
| COMBINED SAT's | FOUR YEAR PROG. | TWO YEAR PROG. | PART-TIME PROG. | STATE OPER. COLLEGES | COMMUNITY COLLEGES |
| Above 1120- | 100.0% | | | 100.0% | 100.0% |
| 1070- | 99.0 | 100.0% | | 96.7 | 99.1 |
| 1020- | 95.7 | 92.5 | | 93.4 | 98.0 |
| 970- | 94.5 | 90.6 | | 90.7 | 95.9 |
| 920- | 87.4 | 86.8 | 100.0% | 83.4 | 90.6 |
| 870- | 82.3 | 81.1 | 92.5 | 78.5 | 87.4 |
| 820- | 70.5 | 77.3 | 83.1 | 66.6 | 79.5 |
| 770- | 61.2 | 75.4 | 54.8 | 54.7 | 69.5 |
| 720- | 50.3 | 60.3 | 49.1 | 44.7 | 64.8 |
| 670 | 30.3 | 45.2 | 24.6 | 26.8 | 47.4 |
| 620 | 22.4 | 41.4 | 18.9 | 18.4 | 41.6 |
| 570 | 7.0 | 16.9 | 1.9 | 8.9 | 19.5 |
| Below 520 | 3.8 | 7.5 | 1.9 | 2.9 | 5.8 |

[1] SEEK data not available.

TABLE 19

Major Subject Area of Study For Opportunity Students
Enrolled in Associate Degree Programs 1973-1974

| | H E O P | E O P | |
|---|---|---|---|
| Major Subject Area | 2 Year/Part-Time | State Operated | Community Colleges |
| Business & Commerce Technologies | 6.5% | 13.6% | 17.5% |
| Data Processing Technologies | 0.2 | 1.4 | 1.3 |
| Health Services Paramedical | 1.1 | 6.8 | 8.6 |
| Natural Science Technologies | 0.1 | 3.6 | 1.3 |
| Public Service Related Technology | 10.9 | 8.4 | 7.1 |
| Other | 9.6 | 16.3 | 10.8 |
| Liberal Arts | 0.0 | 44.7 | 38.0 |
| Undeclared | 71.6 | 5.2 | 15.2 |
| TOTAL | 100.0 | 100.0 | 100.0 |

V

Major Subject Area of Study for Opportunity Students, 1973-74

Two-Year and Part-Time. Among the public college students, public services-related technologies was the most popular occupational field of study. Most HEOP students were working toward two-year degrees in the liberal arts (Table 19).

Four-Year: Social sciences and education were the most important subject areas of study among opportunity students and regularly admitted students. Business and management also ranked high for both regular and special program students (Table 20). Many students in the public sectors were yet undecided about a major, despite the fact that they were juniors and seniors.

Table 20

Rank Order of Major Areas of Study For Upper Division Students in 4- or 5-Year Bachelor Degree Programs 1973-74

| Rank | SEEK | H E O P | E O P | Statewide for Regular Students |
|---|---|---|---|---|
| 1 | Social Sciences | Social Sciences | Social Sciences | Social Sciences |
| 2 | Education | Education | Education | Education |
| 3 | Business & Management | Business & Management | Undecided | Business & Management |
| 4 | Undeclared | Psychology | Health | Letters |
| 5 | Psychology | Biological Sciences | Fine Arts | Psychology |

VI

Supportive Services Utilized by Opportunity Students in 1973-74

The disparity between the educational tools possessed by the opportunity student and the performance demanded at the college level requires major efforts in educational support, remediation and development. To meet the challenges presented by the inadequate high school preparation of opportunity students, public and independent institutions throughout the State have developed comprehensive programs of tutoring, counseling and developmental/supportive/remedial courses.

Tutoring is provided to assist students in a nonformal, supportive setting, to help them master basic techniques. Patterns of usage of this service varied (Table 21), with the average number of hours utilized ranging from 5.2 at the community colleges to 18.6 at the two-year independent colleges.

TABLE 21

Tutoring Services to Opportunity Students

1973-74

| | SEEK | HEOP | | | EOP | |
|---|---|---|---|---|---|---|
| | | FOUR YEAR | TWO YEAR | PART-TIME | STATE OPER. | COMM. COLLS. |
| Tutoring Hours | 100,375 | 57,789.75 | 5,883 | 6,442 | 66,785 | 13,085 |
| Avg. No. of Tutoring Hrs. Per Enrolled Students[1] | 11.4 | 13.9 | 18.6 | 5.8 | 9.5 | 5.2 |



[1] Based on average fall-spring enrollments. The mean for all programs is 10.4 tutoring hours per student per academic session.

Tutoring tends to be less used as students move into the upper levels. While most of the students tutored were lower division, almost 30 percent of those tutored in the HEOP four-year programs were juniors and seniors (Table 22). The average number of hours received by each tutored student ranged from 16 to 24 hours. The percent of students tutored was very high for the HEOP full-time program. Public sector programs did not submit this information.

Of the various areas in which tutoring was offered, social sciences, language arts, and physical sciences tended to predominate. Students at SEEK utilized tutoring in the basic skills areas more than did those in other programs (Table 23).

Tutoring is judged by program personnel to be most effective when the tutor is a peer of the tutored student; this process has proven effective at many educational levels. Graduates, or professionals (advanced degree holders), are used when the subject matter is highly specialized or where upper division students are either scarce or non-existent (two-year and part-time programs). Peer tutors were highly utilized by all programs, but especially by those in the public sector. Professional and volunteer tutors were more prominent in the independent than the public sectors.

Counseling services are provided to help students in defining and realizing their goals. These services are always available to opportunity students. The number of contact hours, weighted for the percentage of students who actually saw counselors, varied greatly, however, with a range from 8.1 hours per student

TABLE 22

Distribution of Tutoring Services to Opportunity Students, 1973-74[1]

| | HEOP | | |
|---|---|---|---|
| | FOUR YEAR | TWO YEAR | PART-TIME |
| Tutoring Hours | 57,789.75 | 5,883 | 6,642 |
| Total No. of Sts. Tutored | 2,372 | 246 | 422 |
| a) Percent Lower Division | 70.4% | 100.0% | 94.8% |
| b) Percent Upper Division | 29.6 | - - | 5.2 |
| Average No. Hrs. Received | 24.4 | 23.9 | 15.7 |
| Percent Tutor Contacts of Total Enrolled | 57.2%[2] | 77.7% | 36.7% |

[1] SEEK, EOP data not submitted

[2] I.e., 57% of all HEOP students had some tutoring during the year.

TABLE 23

Distribution of Tutoring to Opportunity Students, 1973-74,
by Subject Area and Level of Tutor

| Subject Area | SEEK | HEOP | | | EOP | |
|---|---|---|---|---|---|---|
| | | Four Year | Two Year | Part Time | State Operated | Community Colleges |
| Language Arts | 31.7% | 23.3% | 25.0% | 20.1% | 17.2% | 14.8% |
| Study Skills | 12.1 | 7.4 | 10.2 | 22.1 | 13.2 | 15.0 |
| Social Science | 10.5 | 29.5 | 21.7 | 21.4 | 23.2 | 6.7 |
| Physical Science | 16.6 | 19.5 | 16.1 | 4.1 | 26.7 | 14.8 |
| Other | 29.1 | 20.3 | 27.0 | 32.3 | 19.7 | 48.7 |
| Total Hours | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | | | | | |
| Level of Tutor | | | | | | |
| Undergraduate | 63.1% | 59.6% | 32.6% | 35.6% | 72.9% | 72.4% |
| Graduate | 22.1 | 23.4 | 12.2 | 47.3 | 12.5 | 4.4 |
| Professional | 14.8 | 16.5 | 54.2 | 15.7 | 14.6 | 17.1 |
| Paid | 98.5 | 88.1 | 49.6 | 98.6 | N A | 85.6 |
| Voluntary | 1.5 | 11.9 | 50.4 | 1.4 | N A | 14.4 |

per 36-week period at HEOP part-time programs to 42.9 hours for HEOP two-year programs (Table 24). The number of students per counselor (caseload) also showed great variation even within sectors. Since counseling personnel were reported by headcount, with many part-time staff involved, extrapolations are difficult to draw. However, examination of the student contacts as a percentage of the total enrolled shows that counseling at SUNY was not as highly utilized as in other sectors.

Counselors performed a variety of functions. Educational counseling was their primary activity (Table 25), with personal and social counseling generally second. Even though these areas of counseling services are normally thought to be available as a matter of course at collegiate institutions, they are especially provided for opportunity program students.

Special Coursework: Students in these programs usually take a series of courses, some for no credit (remedial), and others with a strong emphasis on basic skills, combined with college level work as they move into the regular college curriculum. Courses in the language arts and other subject areas generally comprised one-half or more of such courses taken by opportunity students (Table 26). Reading and study skills were generally the least enrolled courses. EOP did not submit this data.

Completion rates ranged from 65 percent to 87 percent with SEEK offering 1,700 sections of such courses (Table 27). While SEEK courses met for longer periods of time, HEOP courses met more hours per week; the total contact hours are nearly equal. EOP did not submit this data.

Table 24

Counseling Services to Opportunity Students 1973-74

| | | HEOP | | | EOP | |
|---|---|---|---|---|---|---|
| | SEEK | Four Yr. | Two Yr. | Part Time | State Operated | Community Colleges |
| Total No. Counselors[1] | 180 | 245 | 15 | 14 | 146 | 70 |
| Total No. Sts. Served[2] | 9,849 | 3,743.25 | 794 | 577 | 4,229 | 769 |
| Avg. Hours Per Wk. in Student Contact Per Counselor | 29.8 | 9.8 | 25.1 | 16.9 | 12.8 | 13.5 |
| Contacts as % of Total Enrolled | 59.9% | 56.8% | 117.5% | 20.5% | 31.2% | 23.6% |
| Hrs. per St. per 36 wks. | 36.5 | 36.6 | 36.5 | 32.9 | 30.8 | 57.1 |
| No. Sts. Assigned per Counselor | 54.7 | 15.3 | 52.9 | 41.2 | 29.0 | 11.0 |
| Total Students Enrolled per Counselor[1] | 49.0 | 17.0 | 21.1 | 82.2 | 48.0 | 36.1 |
| Weighted hrs. per student per 36 weeks | 21.9 | 26.0 | 42.9 | 8.1 | 9.6 | 13.5 |

[1] Headcounts: 187 HEOP counselors are part-time

[2] May be duplicated headcounts

Table 25

Rank Order of Counseling Contacts by Purpose In Opportunity Programs, 1973-74

| | SEEK | HEOP | | | EOP | |
|---|---|---|---|---|---|---|
| | | Four Year | Two Year | Part-Time | State-Operated | Community Colleges |
| Psychological | 4 | 4.5 | 4 | 0 | 3 | 4 |
| Personal & Social | 2 | 2 | 2 | 3 | 2 | 5 |
| Educational | 1 | 1 | 1 | 1 | 1 | 1 |
| Placement-Vocational & Educational | 3 | 3 | 3 | 2 | 4 | 2 |
| Other | 5 | 4.5 | 0 | 4 | 5 | 3 |

Table 26

Percent Distribution of Remedial/Developmental/Supportive Courses Utilized by Opportunity Students, 1973-74[1]

| Area | SEEK | HEOP | | |
|---|---|---|---|---|
| | | Four Year | Two Year | Part-Time |
| Study Skills | 5.9% | 10.8% | 11.5% | 14.0% |
| Language Arts | 42.5 | 28.6 | 23.0 | 21.0 |
| Reading | 11.0 | 13.8 | 8.2 | 18.0 |
| Math/Sciences | 18.5 | 25.5 | 18.0 | 16.0 |
| Other | 22.1 | 21.3 | 39.3 | 31.0 |
| TOTAL | 100.0% | 100.0% | 100.0% | 100.0% |

[1]EOP did not submit this data.

Table 27

Remedial/Developmental/Supportive Courses[1] Utilized by Opportunity Students, 1973-74

| | SEEK | HEOP | | |
|---|---|---|---|---|
| | | FOUR YEAR | TWO YEAR | PART-TIME |
| Number of Sections | 1,699 | 675 | 61 | 100 |
| Avg. Number of Weeks | 14.2 | 11.6 | 13.8 | 14.7 |
| Avg. No.Hrs. Per Week | 3.7 | 4.7 | 4.0 | 3.1 |
| Total Number Students Enrolled[2] | 17,114 | 4,759 | 652 | 1,419 |
| Percent Students Completing | 77.3% | 87.2% | 87.1% | 64.7% |

[1] EOP data not submitted

[2] Duplicated headcounts.

VII

Academic Progress of Opportunity Students, 1973-74

Two standard measures of student achievement are grade point average and rate of credit accumulation. The percent distribution of one-year grade point averages, based on a 4.0 scale, is exhibited in Table 28. Of the four-year programs, HEOP and EOP students demonstrated more favorable overall distributions of GPA, with approximately 70 percent over 2.0. This may be accounted

for, in part, by the greater proportion of SEEK students who are freshmen and by more flexible standards and expectations for student retention at the City University. HEOP two-year students had a higher distribution than their counterparts in EOP.

Table 28

GPA's for Opportunity Students in Attendance, 1973-74

| | SEEK | HEOP | | | EOP | |
|---|---|---|---|---|---|---|
| GPA Range | | Four Year | Two Year | Part-Time | State Operated | Community Colleges |
| 00 - .99 | 23.2 | 8.8 | 12.4 | 18.1 | 12.6 | 17.3 |
| 1.0 - 1.9 | 21.7 | 22.0 | 16.4 | 8.6 | 18.9 | 22.0 |
| 2 - 2.9 | 37.4 | 51.0 | 46.7 | 28.6 | 48.2 | 43.5 |
| 3.0 - 4.0 | 17.7 | 18.2 | 24.5 | 44.7 | 15.4 | 17.3 |

Opportunity students at HEOP and EOP are expected to accumulate an average of at least 12 semester hours per term. Based on a time-lengthened degree program, it would take a student ten semesters to graduate in a regular four-year program and six semesters in a regular two-year program. While the data in Table 29 indicate some incorrect information submitted by EOP, many opportunity students did not, in 1973-74, earn 12 credit hours. All data include students who withdrew so that the averages are depressed. Also, some students, especially at SEEK, might only have attended for one of the two terms reported on here. CUNY reports that many SEEK students take a one semester leave of absence for personal and financial

reasons.

Low totals in earned credits in the first several semesters are partially the result of opportunity students being enrolled in noncredit remedial coursework. Also, students in the last semester may have been "making up" a small number of credits needed to graduate. Finally, SEEK reports that "incompletes" made up after the close of the term were not recorded here.

Table 29

Average Credits Earned by Students, by Academic Level, in the 1973-74 Year[1]

| | SEEK | H E O P | | | E O P | |
|---|---|---|---|---|---|---|
| No. Semesters in Program | | Four Year | Two Year | Part-Time | State Operated | Community Colleges |
| 1[2] | 5.4 | 7.1 | 13.8 | 7.7 | 6.9 | 5.9% |
| 2 | 13.5 | 22.3 | 19.7 | 7.3 | 15.9 | 17.4 |
| 3 | 12.2 | 16.9 | 28.2 | 7.7 | 20.6 | 21.2 |
| 4 | 16.2 | 22.7 | 28.0 | 9.5 | 23.4 | 30.3[4] |
| 5 | 19.9 | 18.8 | 19.3 | 8.7 | 27.8 | 30.1[4] |
| 6 | 19.1 | 28.3 | 34.5 | 10.3 | 20.6 | 31.3[4] |
| 7 | 14.5 | 21.3 | | 11.7 | NA[3] | 34.6[4] |
| 8 | 21.8 | 28.1 | | 14.0 | 23.1 | 19.4 |
| 9[2] | 17.0 | 25.0 | | 11.5 | NA[3] | 12.1 |
| 10[2] | 18.0 | 11.5 | | 12.2 | 5.8 | 6.0 |

[1]One year period.

[2]Expected rate of accumulation (24-30 credits per academic year)not applicable.

[3]Data incorrectly submitted.

[4]Questionable data.

Table 30, however, presents a more realistic picture, by measuring student credit accumulation against expected "minimal performance," i.e., accumulating credits as a rate sufficient to graduate in three years from a two-year, or five years from a four-year, institution. By the fifth semester, slightly more than half of the HEOP two-year students were below the minimally expected credit accumulation (60 credit hours). HEOP students in baccalaureate programs exhibited the greatest progress toward the degree.

The low percentage of SEEK students "on track" is reflected in the low course completion rate (Table 31). Some improvement is shown when those students who might be expected to be taking lightened loads, due to first entry or graduation, are removed from the calculations. Students at the community colleges, overall, have the best completion rates while HEOP leads the baccalaureate programs.

## VIII

## College-Going Costs and Financial Aid for Opportunity Students, 1973-74

In 1973-74, opportunity students came from families which had such limited resources to devote to education that college access would have been virtually denied if it had not been for opportunity programs.

Table 30

Distribution of Opportunity Students
by Total Hours Accumulated by 73-74

| Credit Accumulation | SEEK | HEOP | | EOP | |
|---|---|---|---|---|---|
| | | FOUR YEAR | TWO YEAR | STATE OPER. | COMM. COLLEGE |
| Percent below "minimal" performance | 37.4% | 13.8% | 50.1% | 29.2% | 25.4% |
| Percent: Minimal expected performance | 41.2 | 27.0 | 26.8 | 30.1 | 39.0 |
| Percent: Beyond minimal expected performance | 21.6[1] | 59.3 | 23.1[2] | 40.7[3] | 35.5[4] |
| TOTAL | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Percent Students "On Track" | 62.8[2] | 86.3 | 49.9[2] | 70.8[3] | 74.5[4] |

[1] 4.7% cannot be placed accurately due to campus reporting errors.
[2] 0.4% " " " " " " " " "
[3] 11.0% " " " " " " " " "
[4] 10.7% " " " " " " " " "

Table 31

Percent Credits Earned of Credits Attempted by Students in Opportunity Programs, 1973-74

| No.of Semesters in Program | SEEK | H E O P | | | E O P | |
|---|---|---|---|---|---|---|
| | | Four Year | Two Year | Part-Time | State Oper. | Community Colleges |
| 1 | 54.5% | 63.8% | 79.2% | 65.1% | 61.4% | 60.0% |
| 2 | 63.4 | 82.7 | 86.5 | 68.7 | 82.5 | 81.6 |
| 3 | 56.5 | 79.4 | 68.8 | 71.0 | 78.2 | 96.8 |
| 4 | 61.8 | 80.1 | 88.4 | 70.3 | 84.4 | 89.0 |
| 5 | 62.5 | 80.7 | 89.5 | 65.4 | 74.1 | 89.9 |
| 6 | 68.8 | 88.0 | 100.0 | 77.5 | 83.0 | 89.4 |
| 7 | 63.2 | 79.2 | | 75.7 | 75.0 | 91.4 |
| 8 | 73.3 | 89.1 | | 76.1 | 90.0 | 95.1 |
| 9 | 72.8 | 91.5 | | 71.6 | 82.8 | 93.0 |
| 10 | 71.0 | 93.2 | | 73.4 | 84.3 | 75.0 |
| Total Average | 63.8% | 83.7% | 81.8% | 68.4% | 81.2% | 84.3% |
| Average 2 - 9 Semesters | 76.7 | 84.1 | 82.5[1] | 70.7 | 82.0 | 87.5 |

[1] 2-5 semesters only.

Average college-going costs were derived from data submitted by the various institutions participating in opportunity programs. In 1973-74, financial aid personnel reported between $2,300 and $4,200 in expenses over a nine-month period for opportunity students enrolled in bachelor's degree programs, and $2,500 to $3,000 for students enrolled in associate degree programs (Table 32).

Table 32

Average Costs[1] Compared to Average Aid[2]
Available to Opportunity Students, 1973-74

| | SEEK | HEOP Four-Year | EOP State Oper. | HEOP Two-Year | EOP Comm. Colleges |
|---|---|---|---|---|---|
| Total Average Aid | $2,325[3] | $3,508 | $2,336 | $1,426 | $1,743[3] |
| Total Average Budget | 2,319[4] | 4,184[5] | 2,752[6] | 2,955[5] | 2,550[7] |
| Difference: Unmet Needs | $ 6 | $ (676) | $ (386) | $(1,529) | $ (807) |

1 Educational and maintenance costs to the student as reflected in typical student budgets submitted by institutions.

2 Including grants, work and loans (all sources except student and family).

3 Average aid per Expenditure Report.

4 Weighted mean for dependent commuter and independent student living away from home these are nine-month budgets. (Many SEEK students are on 12-month budgets.)

5 Dependent resident and commuter students only; these are nine-month budgets.

6 Add $150 for upper division student budgets. Based on resident student budget; adjusted for commuter costs which were 19.4% lower in 1972-73, assuming a distribution similar to 1972-73.

7 Based on 1974-75 budget of boarding students.

Because financial assistance for disadvantaged students was not sufficient to offset all college-going costs (Table 32), a student's budget can be examined in terms of those priority costs which had to be met so that a person can satisfy the institution's minimum demands. These were tuition, fees, and books. Living costs, unfortunately, sometimes assumed secondary importance in institutional financial aid packaging, so that the deficit between aid and cost was made to fall directly upon the student. Table 33 demonstrates the ratio of educational costs to living costs for each group. The highest educational costs (61 percent of the total) were at HEOP four-year colleges which had high tuition, while living costs were 89 percent of the total at SEEK, which had no tuition charges.

Table 33

Distribution of Budgeted College-Going Costs for Opportunity Students, 1973-74

| | SEEK | | HEOP Four-Year | | EOP State Oper. | | HEOP Two-Year | | EOP Comm. Colleges | |
|---|---|---|---|---|---|---|---|---|---|---|
| College-Going Costs For Nine Months | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Educational | $ 253 | 10.9 | $2,557 | 61.1 | $ 950[1] | 28.6 | $1,500 | 49.2 | $ 788 | 30.9 |
| Living | 2,066 | 89.1 | 1,627 | 38.9 | 1,802 | 71.4 | 1,455 | 50.8 | 1,762 | 69.1 |
| TOTAL | $2,319 | | $4,184 | | $2,752 | | $2,955 | | $2,550 | |

[1] Add $150 for upper-division students at University Centers and colleges.

Grants in aid to program students were not sufficient to provide adequate funds for living expenses, once educational costs were deducted (Table 34). Table 34 shows

Table 34

Grants to Opportunity Students Compared to Budgeted Costs, 1973-74

| | SEEK[1] | HEOP FOUR YEAR | EOP STATE OPER. | HEOP TWO YEAR | EOP COMM. COLLS |
|---|---|---|---|---|---|
| Total Average Grants in Aid | $1,461[2] | $2,898 | $2,118 | $1,311 | $1,277 |
| Less Educational Costs | 253 | 2,557 | 950 | 1,500 | 788 |
| Remainder for Living Costs | 1,208 | 341 | 1,168 | (189) | 489 |
| Less Living Costs[3] | 2,066 | 1,627 | 1,802 | 1,455 | 1,762 |
| Remainder: Unmet Need[4] | $ (858) | $(1,286) | $ (634) | $(1,644) | $(1,273) |

---

1 Based on distribution of grants in Financial Aid Report.

2 Does not include VA or Social Security.

3 From Table 33.

4 Made up by work, loans and family contribution. With all these sources, a gap still remains (Table 32).

that in almost every case grant funds were insufficient to cover both educational and living costs for program students; loans and work were necessary to make up the difference, as shown in Table 35. While the unmet need is shown as ranging from $385 to $1,525[1], these average budgets understate the degree of unmet need because they do not include the sizable number of married and independent students.

In all cases, the combined resources of the State of New York were greater than either Federal or institutional resources, due largely to opportunity program grants (Tables 35 and 36). HEOP four-year and EOP state-operated program students received the largest opportunity grants, while SEEK and HEOP two-year students received the least aid from this sourse.

The effect of the first year of the BEOG phase-in was more substantial at SEEK than at any of the other programs. This is due to the fact that the percentage of new enrollees was much greater at SEEK than in other programs (Table 7), and thus more students were eligible for BEOG. Because of the overwhelming percentage of older students enrolled in HEOP two-year programs, BEOG had relatively little effect there compared to the EOP community colleges (Table 35).

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[1] See Table 32.

Grants and waivers among the independent institutions differed greatly, with the senior institutions providing four times as much aid as the two-year institutions. Institutional grants and waivers made to HEOP students in four-year colleges averaged 10.5 percent lower than the opportunity grant in financial aid. SEEK is required to match the State dollar for dollar. Independent institutions, with no such requirement, provided grants/waivers which comprised up to 25 percent of the financial aid package for HEOP students. While these institutional funds were from private resources, "institutional"funds committed by CUNY and SUNY were from public funds appropriated to the colleges through their operating budgets. Therefore, the amount of State/local aid to SUNY and CUNY students was even more substantial than indicated.

Apparently, the availability of Federal work, loan and grant resources enables some opportunity students to attend the higher cost independent institutions. Work sources cannot be as readily used by opportunity students as by others, as work takes away from study time which the academically disadvantaged student needs. Thus relatively moderate amounts are engendered through these sources in the opportunity programs (Table 37).

The net effect of financial aid as it is now administered to opportunity program students is that most economically disadvantaged persons served are required to borrow, earn or contribute between $350 and $1,500 per academic session (Table 32).

Table 35
Distribution of Average Aid per Student in Opportunity Programs, 1973-74

| | SEEK[1] | HEOP FOUR YEAR | EOP STATE OPER. | HEOP TWO YEAR | EOP COMM. COLLS. |
|---|---|---|---|---|---|
| State Aid: | | | | | |
| Average Opportunity Grant | $ 520 | $ 931 | $1,152 | $ 611 | $ 857 |
| SI-RCS | 0 | 409 | 410 | 160 | 158 |
| NYHEAC Loans | 375 | 171 | 63 | 42 | 14 |
| Subtotal State Aid | 895 | 1,511 | 1,625 | 813 | 1,029 |
| Institutional Aid:[2] | | | | | |
| Grants/Waivers | 516 | 833 | 246 | 215 | 7 |
| Loans | NA | 8 | 5 | 0 | 0 |
| Work | NA | 14 | 13 | 0 | 99 |
| Subtotal Institutional Aid | 516 | 855 | 264 | 215 | 106 |
| Federal Aid: | | | | | |
| BEOG | 130 | 65 | 65 | 49 | 82 |
| SEOG | 153 | 414 | 183 | 123 | 58 |
| NDSL | 244 | 296 | 114 | 16 | 45 |
| VA/SOC. SEC. | NA | 129 | 42 | 105 | 114 |
| CWSP | 244 | 121 | 58 | 57 | 84 |
| Subtotal Federal Aid | 722[3] | 1,025 | 462 | 350 | 383 |
| Other | 142 | 117 | 15 | 48 | 1 |
| Total Average Aid | 2,325 | 3,508 | 2,366 | 1,426 | 1,519 |

[1] Based on Expenditure Report. Data incomplete.

[2] For CUNY and SUNY, these represent State and local funds.

[3] Difference of $100 due to rounding.

Tab 36

Percent Distribution of Financial Aids to Opportunity Students, 1973-74

| Percent Distribution | SEEK[1] | HEOP FOUR YEAR | EOP STATE OPER. | HEOP TWO YEAR | EOP COMM. COLLS. |
|---|---|---|---|---|---|
| State Funds: | | | | | |
| Average Opportunity Grant | 22.4% | 26.5% | 48.7% | 42.8% | 56.4% |
| SI-RCS | 0.0 | 11.7 | 17.3 | 11.2 | 10.4 |
| NYHEAC Loans | 16.1 | 4.9 | 2.7 | 2.9 | 0.9 |
| Subtotal State Funds | 38.5 | 43.1 | 68.7 | 56.9 | 67.7 |
| Institutional Funds: | | | | | |
| Grants/Waivers[2] | 22.2 | 23.7 | 10.4 | 15.1 | 0.5 |
| Loans | NA | 0.2 | 0.2 | 0 | 0.0 |
| Work | NA | 0.4 | 0.5 | 0 | 6.5 |
| Subtotal Institutional Funds | 22.2 | 24.4 | 11.2 | 15.1 | 7.0 |
| Federal Funds: | | | | | |
| BEOG | 5.6 | 1.7 | 2.7 | 3.4 | 5.4 |
| SEOG | 6.6 | 11.8 | 7.7 | 8.6 | 3.8 |
| NDSL | 10.5 | 8.4 | 4.6 | 1.1 | 3.0 |
| VA/SOC. SEC. | NA | 3.7 | 1.8 | 7.4 | 7.5 |
| CWSP | 10.5 | 3.4 | 2.5 | 4.0 | 5.5 |
| Subtotal Federal Funds | 33.2 | 29.2 | 19.5 | 24.5 | 25.2 |
| Other[3] | 6.1 | 3.3 | 0.6 | 3.4 | 0.1 |

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1 Based on Expenditure Report. Data incomplete.

2 For CUNY and SUNY, these represent State and local funds.

3 Difference of $100 due to rounding.

Table 37

Distribution of Financial Aids to Opportunity Students, 1973-74

| Type Aid | SEEK[1] Amount | % | HEOP Four-Year Amount | % | EOP State Oper. Amount | % | HEOP Two-Year Amount | % | EOP Comm. Colleges Amount | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Grants | $1,461 | 62.9 | $2,898 | 82.6 | $1,603 | 86.4 | $1,311 | 91.9 | $1,277 | 84.1 |
| Loans | 619 | 26.6 | 475 | 13.5 | 182 | 9.8 | 58 | 4.1 | 59 | 3.9 |
| Work | 244 | 10.5 | 135 | 3.8 | 71 | 3.8 | 57 | 4.0 | 183 | 12.0 |
| TOTAL | $2.325[2] | | $3,508 | | $2,366 | | $1,426 | | $1,519 | |

[1] SEEK based on Expenditure Report--data incomplete.

[2] Differences due to rounding

IX

Opportunity Program Expenditures, 1973-74

For regular college students, college-going budgets were similar to those of opportunity students in terms of costs to the students. However, opportunity students were provided with essential supportive services to help ensure a successful college experience. The costs of these services were incurred in addition to regular college-going costs. The extent of these costs and the services they represent will be examined here.

Professional services were supplied by numerous administrators, counselors and teachers who worked within the opportunity programs to provide necessary supportive services. Table 39 shows that the ratio of students to special program personnel ranged from 11.1:1 at the two-year HEOP programs to 81.7:1 at the EOP community colleges.[1] There is no close correlation between services to students, measured in caseload, and expenditures. While both SUNY groups spend about the same in supportive services, the community colleges have twice the caseload as the State-operated programs. The HEOP two-year programs have about the same caseload as does SEEK but spent about $570 less per student. Currently, however, in the public sector the degree of institutionalization, and special appropriations from the Legislature for administrative services and additional personnel make it impossible to determine actual caseloads and expenditures.

Table 39 summarizes those program expenditures incurred by each program on behalf of opportunity students. As in Table 35, financial aid for educational expenses fluctuated according to tuition costs so that all the grant financial aid received by students at independent two-year insitutions went toward tuition, books and fees. The deficit in this case was so great that the average financial aid package would not include living expenses.

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[1] See Table 38.

Table 38

Professional Personnel Caseload of Opportunity Students and Average Supportive Services Expenditures per Student, 1973-74

| | Total Professional Staff (FTE) | Caseload[1] | Expenditures[2] |
|---|---|---|---|
| SEEK | 570.7 | 15.4 | $1,389 |
| HEOP Four-Year | 187 | 20.6 | 824 |
| EOP - State Operated | 158.8 | 44.8 | 481 |
| Average Four-Year | --- | 21.6 | 965 |
| HEOP Two-Year | 28.5 | 11.1 | 815 |
| EOP Comm. Colls. | 30.9 | 81.7 | 431 |
| Average Two-Year | --- | 47.8 | 474 |

[1]Ratio of FTE number of students to FTE personnel on special program lines.

[2]Per student in Supportive Services.

Independent four-year institutions expended the greatest amount of dollars per opportunity students, and the community colleges the least. Despite the lack of tuition at CUNY, the SEEK programs expended more funds than the other public sector programs. Such "expenditures" represent all Federal, State, city and institutional expenditures on behalf of opportunity program students, including work and loan programs.

Table 39

Total Opportunity Program Expenditures per Student
Supportive Services Plus Tuition, Fees and Books
Plus Financial Aids Toward Living Costs

| | Supportive Services | Ed. Costs | Subtotal Educational Expenditures | Maintenance[2] | Total Expenditure per Students[4] |
|---|---|---|---|---|---|
| SEEK[1] | $ 1,389 | $ 253 | $ 1,642 | $2,072 | $3,714 |
| HEOP Four-Year | 824 | 2,557 | 3,301 | 951 | 4,332 |
| EOP State Oper. | 481 | 950 | 1,431 | 1,416 | 2,847 |
| HEOP Two-Year | 815 | 1,500 | 2,315 | (74)[3] | 2,315 |
| EOP Comm. Colleges | 431 | 788 | 1,229 | 955 | 2,174 |

[1]SEEK data based on Expenditure Report, data incomplete

[2]Financial aid for living "costs" does not reflect actual student need, only actual awards.

[3]Students' own resources for which programs are not accountable.

[4]From all federal, State, City and institutional sources

## Appendix A

### Institutions Participating in New York State Opportunity Programs, 1973-74

A. City University of New York

I. SEEK

Bernard M. Baruch College
Brooklyn College
City College
Medgar Evers College
Hunter College
John Jay College of Criminal Justice
Herbert H. Lehman College
Queens College
University Center
York College
Richmond College

II. College Discovery

Borough of Manhattan Community College
Bronx Community College
Hostos Community College
Kingsborough Community College
Kingsborough Bilingual Institute
New York City Community College
Queensborough Community College
Staten Island Community College

B. Private Colleges and Universities

I. Four-Year Programs, participating in 1972-73.

Bard College
Barnard College
Canisius College
College of Mt. St. Vincent
College of New Rochelle
College of St. Rose
Colgate University
Columbia College
Columbia University-General Studies
Cornell University
C.W. Post College
Dowling College
Elmira College
Fordham University
Hamilton-Kirkland Colleges
Hobart/Wm. Smith College
Hofstra University
Iona College
Ithaca College
Keuka College
LeMoyne College
Long Island University
Manhattan College
Manhattanville College
Marist College
Marymount-Manhattan College
Marymount-Tarrytown College
Mercy College
Mt. St. Mary College
Nazareth College
New York Inst. of Tech. (Old Westbury)
New York Inst. of Tech. (New York)
New York University
Niagara University
Pace University, New York City
Pace University, Westchester
Polytechnic Inst. - Brooklyn
Pratt Institute
Rensselaer Polytechnic Inst.
Rochester Inst. of Technology
Rosary Hill College
Russell Sage College
St. John Fisher College
St. John's University
St. Lawrence University
Siena College
Skidmore College
Syracuse University
Union College
University of Rochester
Utica College
Vassar College
Wagner College

II. Two-Year Programs, participating in 1972-73.

College for Human Services
Elizabeth Seton College
Harriman College
Junior College of Albany
Mater Dei College

III. Part-Time and Prison Programs, participating in 1972-73.

Marist College at the Green Haven Correctional Facility
Malcolm-King: Harlem Extension
University College of Syracuse University

IV. Consortia, participating 1972-73.

Academic Opportunity Consortium
Associated Colleges of the Mid-Hidson Area
Community Leadership Consortium

V. New Programs, 1973-74.

Albany Business College (Two-Year Program)
Junior College of Albany at the Coxsackie Correctional Institute (Prison Program)
University Without Walls of Skidmore College at Comstock Correctional Facility (Prison Program)

C. State University of New York

I. State-Operated Campuses

a). University Centers

Albany
Binghamton
Buffalo
Stonybrook

b). University Colleges

Brockport
Buffalo
Cortland
Fredonia
Geneseo
Mt. Vernon
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase

c). Specialized Colleges

College of Environmental Science and Forestry
Maritime College at Fort Schuyler
Statutory College at Cornell University

d). Agricultural and Technical Colleges

Alfred
Canton
Cobelskill
Farmingdale
Morrisville

II. Community Colleges

Broome
Clinton
Finger Lakes
Corning
Erie, City Campus
Erie, North Campus
Fashion Institute of Technology
Fulton-Montgomery
Genesee
Herkimer
Hudson Valley
Jamestown
Mohawk Valley
Monroe
Nassau
Niagara
Onondaga
Rockland
Schenectady County
Suffolk County
Sullivan County
Ulster County
Westchester

Appendix B

College Discovery Final Report, 1973-74

(N.B. - Tables in this analysis follow, when possible those for the three sectors in the main body of this analysis, using the same numbering system. Tables are eliminated when data is lacking.)

The projected increase in enrollments for 1973-74 was an increase of 5.5 percent over 1972-73 (Table B-1). College Discovery officials, contacted by phone, verified the 1973-74 enrollment at 4,180--2.8 percent under the approved amount (Table B-2).

Table B-1

Growth in College Discovery, 1972-73 to 1973-74

(Projected Enrollments)

| | 1972-73 | 1973-74 | Difference | Percent Growth Rate |
|---|---|---|---|---|
| Headcount | 4009 | 4299 | 220 | 5.5 |

Table B-2

Projected Versus Actual Enrollments in College Discovery 1973-74

| | Projected | Actual | Difference | Percent Difference |
|---|---|---|---|---|
| Enrollments | 4299 | 4180 | (119) | (2.8%) |

The fall underenrollment was not made up in the spring, when there was a decline of 2.0% (Table B-3). Table B-4 does not include "special admit" sgudents and others who could not be tracked through the system. Therefore, the spring enrollment shows an increase rather than the decrease mentioned above. However, summer enrollments represent one quarter of the fall enrollments.

Table B-3

Spring Versus Fall Enrollment, 1973-74

| | Difference | Percent |
|---|---|---|
| Enrollments | (84) | (2.0%) |

Table B-4

Enrollment by Term, 1973-74[1]

| Summer | Fall | Spring | Summer Attendance as Percent of Fall Enrollment |
|---|---|---|---|
| 963 | 3,794 | 3,885 | 25.4% |

[1]Does not include students classified as "special admit" by College Discovery

The separation rate from the first to the second semester was at least 23 percent (Table B-5). With 500 graduates in 1973-74, the "yield rate" averaged about 12 percent (Table B-6).

Table B-5

Change in Enrollment of CD Students Who Attended the Fall Semester, 1973, and who Returned for the Spring Semester, 1974

| Fall Enrollees[1] | Returned for Spring[2] | % Change | Grads 73-74 | Out Trans 73-74 | Total Grads & Transfers |
|---|---|---|---|---|---|
| 3,794 | 2,934 | 22.7% | 500 | 43 | 543 |

[1]Does not include "special admit" students

[2]Transfers/readmits could not be appropriately excluded

Table B-6

Graduates as Percentage of Average Annual Enrollment, 1973-74

| Number Enrolled | Number Grads | Percent Grads of Enrolled |
|---|---|---|
| 4,180 | 500 | 12.0% |

Table B-8

Status of C.D. Students in Attendance, 1973-74

| By Term of Entry | % | By No. of Sems. in College | % | By Credits Accumulated Toward Degree[1] | % |
|---|---|---|---|---|---|
| 1973-74 | 49.8 | 1 - 2 | 52.8 | 0 - 23.9 | 57.7 |
| 1972-73 | 30.7 | 3 - 4 | 29.5 | 24 - 47.9 | 26.8 |
| 1971-72 | 14.1 | 5 - 6 | 14.7 | 48 - 59.9 | 6.9 |
| 1970-71 | 3.9 | 7 - 8 | 27.0 | 60+ | 8.7 |
| 1969-70 & before | 1.4 | 9 - 10+ | 3.0 | | |

[1]Based on 6 semesters in a time-lengthened degree program.

Academical dismissal was the primary reason for separation from the program (Table B-9). Perhaps, problems specific to the urban poor are responsponsible for financial and personal as ranking so high.

While first-timers were given as representing 25 percent of those in attendance, College Discovery was not able to ascertain the status of many students for this report (Table B-10).

Table B-9

Rank Order of Program Separation Conditions, 1973-74

| | Academic Leave | Academic Dismissal | Financial | Personal | Medical | Transfer | Other |
|---|---|---|---|---|---|---|---|
| Rank | 4 | 1 | 3 | 2 | 5 | 6 | 7 |

Table B-10

Status of Students Enrolled in College Discovery, 1973-74

| | |
|---|---|
| First timers | 24.9% |
| Others (continuing & readmit) | 64.8 |
| Status Unknown | 10.3 |
| Total | 100% |

Table B-11

Percent Distribution of C.D. Students According to Ethnicity, 1973-74

| Negro/ Black | Native Amer. | Oriental | Spanish Surnamed | Subtotal | White | Other | Total |
|---|---|---|---|---|---|---|---|
| 51.8 | 0.1 | 0.9 | 36.3 | 89.0 | 10.2 | 0.9 | 100.0 |

Minorities dominated the College Discovery enrollments, with blacks comprising the largest group (Table B-11). The College Discovery students tended to be younger than students in other opportunity programs (Table B-12), with most of the students female.

Almost 95 percent of the entering freshmen had gross family incomes of under $10,100 (Table B-13). More than half of all new students came from mid-sized families, and another third from large families. Many students received Social Services aid while few were recipients of V.A. assistance (Table B-14).

Table B-12

Sex and Age of C.D. Students, 1973-74

| Under 21 | 21 - 25 | 26 - 30 | Over 30 | Male | Female |
|---|---|---|---|---|---|
| 52.0 | 36.3 | 10.6 | 1.1 | 45.3 | 54.7 |

Table B-13

Accumulative Distribution of Gross Family Income of New C.D. Students, 1973-74

| $0 - 3,600 | 3,601- 5,100 | 5,101- 6,500 | 6,501- 7,800 | 7,801- 9,000 | 9,001- 10,100 | 10,101- 11,100 | 11,101 12,000 | 12,001 12,800 | Over 12,800 |
|---|---|---|---|---|---|---|---|---|---|
| 36.1% | 59.1 | 72.4 | 84.3 | 90.9 | 94.8 | 96.6 | 98.2 | 98.8 | 100.0 |

Table B-14

Distribution of First-time C.D. Students

by Number in Household, Married and Benefits Received,

1973-74

| Percent | | | | Percent Receiving | | |
|---|---|---|---|---|---|---|
| Number in Household | | | Married | VA Benefits | Soc. Ser. Funds | Soc. Sec. Funds |
| One (independent student) | 2-4 | 5+ | | | | |
| 11.1 | 55.9 | 33.0 | 7.5 | 4.3 | 31.6 | 10.1 |

The majority of new students had high school averages under 80 percent, while fewer than one-third were in the lower three fifths of their graduating class. Almost three-fourths of all College Discovery students had academic diplomas. The degree to which these students are disadvantaged cannot be determined accurately, since more than 37 percent of the high school performance data is listed as unknown (Table B-15).

More than half of the College Discovery students were enrolled in liberal arts programs, with business and commerce technologies the major occupational degree program (Table B-19).

Table B-15

Summary Table for Entering Freshmen, 1973074

| | | |
|---|---|---|
| 1. | Percent of C.D. Students with Average Grade in High School below 80% | 53.8% |
| 2. | Percent C.D. Students in the Lower Three Quintiles of Their Graduating High School Class | 26.5% |
| 3. | Percent C.D. Students who Graduated from High School with a Non-academic Diploma | 26.5% |
| 4. | C.D. Students with GED | 1.4% |
| 5. | Unknown | 37.3% |

Table B-19

Major Subject Area of Study for C.D. Students, 1973-74

| Technologies in: | | | | | | | |
|---|---|---|---|---|---|---|---|
| Business/ Commerce | Data Processing | Health Services/ Paramedical | Natural Sciences | Pub. Ser. Related | Other Occupational Programs | Lib. Arts | Undeclared |
| 20.6% | 4.0 | 13.3 | 1.3 | 6.9 | 2.7 | 51.0 | 0.1 |

On the average, not many College Discovery students took advantage of tutoring services. Those who did, received more than 20 hours (Tables B-21-22).

Tables B - 21-22

Distribution of Tutoring Services
to C.D. Students, 1973-74

| Total Tutoring Hours | Avg. No. Hrs. Per Total Enrolled | Total No. Tutored | Percent Lower Div. | Upper Div. | Average Hrs. Received | Percent Tutor Contacts of Total Enrolled |
|---|---|---|---|---|---|---|
| 24,912 | 6.0 | 1,223 | 58.2 | 41.8 | 20.4 | 29.3% |

Table B-24

Counseling Services to C.D. Students, 1973-74

| | | | |
|---|---|---|---|
| Total No. of Counselors | 76 | Contacts as % of Total Enrolled | 44.1 |
| Total No. Students Served | 3,483 | No. Students Assigned per Counselor | 45.9 |
| Avg. Counseling Hours Per Wk. per Counselor | 14.0 | No. Total Enrolled per Counselor[1] | 55.0 |
| Counseling Hrs. Per Student per 36 weeks | 20.7 | Weighted Hrs. per Students per 36 wks. | 9.1 |

Fewer than half of the students received counseling services, averaging almost 21 hours over a 36 week period. With counselors averaging 15 hours a week in direct student contacts, students received about nine hours of counseling each during the academic session (Table B-24).

[1]Some students may not have been assigned to specific counselors.